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ABSTRACT

This study is a continuation of an effort to obtain information concerning the characteristics of new students admitted to the Master of Arts program in the Department of Adult Education of Federal College, University of the District of Columbia. Its purpose was to provide descriptive information, established baseline data for future studies, and to obtain information helpful in making administrative and programmatic decisions concerning new students. The study included all persons (29) admitted as regular students in the adult education program for the summer and fall, 1980, and spring, 1981, terms. Data was obtained from the admissions application form and by a questionnaire designed by the researcher. The results of the study show that most of the new students are black and middle-aged, half are male, about half are married, many have children, and most are part-time students who are employed in some phase of adult education. Other data that emerged included that most students are first-generation college students whose fathers were either skilled or semi-skilled workers, professional or semi-professional workers, managerial workers, or self-employed. The primary purpose for attending the program was to enable the student to get a new job or enter a new field, and about half of the students expected to pursue a doctoral degreee. Students had heard of the program from a variety of sources--most frequently from other students or the university catalog, and some expressed needs for late-afternoon classes. Data from this study compared to a study of the previouse year shows some differences, but because of the small numbers studied, no significant trends. The student questionnaire and tables of resultant analyses are appended. (KC)

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SELECTED CHARACTERISTICS OF NEW STUDENTS

ENROLLED IN THE

DEPARTMENT OF ADULT EDUCATION

1980 - 1981

UNIVERSITY OF THE DISTRICT OF COLUMBIA

by

Loren F. Goyen

November, 1981

Department of Adult Education
College of Education and Human Ecology
University of the District of Columbia
Washington, D. C.

CE 030 530

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INTRODUCTION

The Master of Arts degree in adult education was established within the Graduate Division of Community Education, Federal City College, in the Fall of 1968. At the time it was the only graduate program in adult and continuing education in the United States with a primary focus on urban adults, and teaching and working with the poor of urban minorities. Initially this program was financed by a grant of $110,000 from the U.S. Office of Education, in cooperation with the District of Columbia Public Schools, and was supported by a smaller second year grant with the stipulation that the program would be picked up by the college during the third year.

From its beginning the program objectives for the Department of Adult Education were as follows:

1. To provide a program that will serve to strengthen the liberal and specialized education of teachers and administrators of adult education and training programs.
2. To enable individuals in the program to gain extended experience in adult education programs in the District and to learn to create new programs to meet the educational needs of adults in the District.

3. To provide, through the Master of Arts in Adult Education degree, a career ladder for individuals not presently employed in the field of adult education, and upward mobility opportunity for those in lower level positions in the field.
4. To provide a model degree program at the M.A. level in adult education which will serve as a prototype for other urban institutions of higher education.

This study is a part of a continuing effort to obtain useful information concerning students admitted to the Department of Adult Education. This study was concerned with obtaining information from new students who were admitted as regular students in the Department of Adult Education during the period from Summer of 1980 through the Spring Semester of 1981. Another study will be concerned with those students who discontinue their adult education program without completing their degree requirements. A third study will comprise an exit survey of all graduates. This will be conducted soon after all degree requirements have been completed by the students. The fourth aspect of this total effort will consist of subsequent follow-up studies of all graduate students who receive Master of Arts degrees in Adult Education. These studies will be of a continuing nature and will be pursued over several years.

PROBLEM STATEMENT

This study the second in the series was concerned with obtaining descriptive and other useful information pertaining to new students enrolled in the Department of Adult Education of the University of the District of Columbia from the Summer of 1980 through the Spring of 1981. It provides a general profile of the new students in this period as well as some insight concerning their reason for entering the program and their professional goals.

The information obtained is valuable in that it gives the faculty members a more complete descriptive picture of the characteristics of the new students. The study provides base-line data for future studies. In addition, the information will be helpful in making administrative and programmatic decisions to better serve the new students.

SPECIFIC INFORMATION OBTAINED

From the student's Application for Admission form the following information was obtained: sex, ethnic background, age, place of birth, country of citizenship, marital status, resident location, military service, student status, educational background, awards and honors received, publications written and their intentions to apply for financial aid.

A "New Student Questionnaire" was designed to obtain the following information concerning the new students:

1. Years since the student last participated in a formal learning experience
2. Highest educational level completed by parents
3. Father's type of occupation
4. Number of children by age groups
5. Who student lives with
6. Current employment status
7. Job description and employer
8. Whether current job is related to adult education
9. Annual salary rate
10. Whether spouse is employed
11. Primary purpose for attending the University
12. Reasons for entering the adult education program

13. How student first learned of the adult education program
14. How they generally get to and from classes
15. Kinds of help needed for graduate study
16. Preferred class hours
17. Degree of support received from other people
18. Highly involved membership in organizations
19. Expectations to pursue a doctoral degree
20. Professional goal

METHODOLOGY

Subjects

This study included all new students registered as regular students in the Department of Adult Education of the University of the District of Columbia for the Summer Session of 1980, Fall Semester of 1980, and the Spring Semester of 1981.

Instruments

The existing Application for Admission form for graduate students at the University of the District of Columbia was used to obtain general student information (See Appendix A). A questionnaire designed by the researcher was used to obtain additional information from the new students (See Appendix B).

Procedures

The researcher prepared a special form for recording the desired information from the Application for Admission form. This general information was coded in preparation for the computer.

A specially prepared questionnaire was prepared by the researcher to obtain the additional information desired from the new students. It had been pretested by several students

and checked by faculty members of the Department of Adult Education. The questionnaire was then sent to each new student or given to them at the new student orientation session with a cover letter requesting that they complete it and return it to the Department of Adult Education or to give it to one of the adult education instructors at a class session. (See Appendix C for the cover letter).

Eleven new students promptly returned their questionnaire. Nine students returned their questionnaire after receiving a reminder letter. (See Appendix D). A second follow-up included another questionnaire and return envelope with a cover letter. (See Appendix D). This prompted five more returns. A telephone call to those who had not yet responded netted one more response.

The researcher did not receive a questionnaire from three of the twenty-nine new students enrolled during the Summer, Fall and Spring Semesters, 1980-81. The response rate was therefore 90 percent.

After the questionnaires were received information concerning the job and employer were coded. The Dictionary of Occupational Titles published by the U.S. Department of Labor was used as the basis for categorizing jobs. The following categories were used for coding employers:

Government sponsored

Public School System

Government sponsored (continued)

- Community/Junior College
- Four-year College/University
- City Agency
- County Agency
- State Agency (Washington, D.C.)
- Federal Agency
- Other governmental unit or combination

Non-government sponsored

- Business or industrial firm
- Labor organization
- Independent College/University
- Independent school
- Religious organization
- Other non-governmental organization

Self employed

Unemployed (retired, student, etc.)

The data was then typed into the computer and the Statistical Package for the Social Science's frequency and cross tabs program was used to tabulate and analyze the data.

FINDINGS

Although the data was tabulated for each semester and the Summer Session, because the number of new students for each period was rather small (6 in the Summer Session, 15 in the Fall Semester and 8 in the Spring Semester) they will be combined for reporting and analysis. Detailed tables reporting all findings are located in Appendix E. In addition to the data for this, the 1980-81 study, the data for the 1979-80 (Fall Semester, 1979 and Spring Semester, 1980) are also given. Noteworthy differences between the two periods will be pointed out in the Discussion Section.

Demographic Data

The following is a demographic description of the 29 new students who were enrolled in the adult education program in the Summer Session of 1980, the Fall Semester of 1980 and the Spring Semester of 1981. The information was obtained from the student's Application for Admission forms.

Sex

Fifteen (52 percent) of the new students were female and fourteen (48 percent) were male.

Ethnic background

Twenty five (86 percent) were Black, two were White, one was

an American Indian, and one was from Afganistan.

Age

The median age was 33 years old. The youngest new student was 23 and the oldest new student was 65 years old.

Place of birth

Eight (29 percent) of the new students were born in Washington, D.C. Sixteen (57 percent) were born in states other than Maryland or Virginia.

Country of Citizenship

Three new students were citizens of another country. One each of Ghana, Afganistan, and Sierra Leone.

Marital Status

Thirteen (45 percent) of the new students were single, twelve (41 percent) were married, and four (14 percent) were divorced or widowed.

Residents

Twenty-three (77 percent) were residents of the District of Columbia.

Veterans

Six (25 percent) new students indicated that they were veterans.

Student Status

Twenty (69 percent) of the new students are part-time students in that they are enrolled in only one or two courses. Nine (31 percent) are full-time students enrolled in three or more courses.

Degrees completed

All new students had completed a bachelor's degree. The degree for ten of the students was in the area of social sciences, for five students it was in public affairs and services, and the rest were in a variety of areas.

Other education and training

Fourteen (48 percent) students indicated that they had participated in some type of education and training in addition to their degree program.

Awards and Honors

Thirteen (46 percent) indicated that they had received some award or honors.

Publications

Only 2 (7 percent) specified that they had written any publications.

Apply for financial aid

Most students (74 percent) did not plan to apply for financial aid.

Questionnaire Data

The following information was obtained by a questionnaire given or sent to new students enrolled during the Summer Session, Fall and Spring Semesters, 1980-81. Twenty six of the twenty nine new students who enrolled during this period returned their questionnaire. Thus, the following data is based on twenty-six respondents.

The first question in the questionnaire asked the new graduate student how long ago it had been since they had participated in a formal learning experience. Fourteen (54 percent) of the new students responding indicated that they had participated in a formal learning experience during the past year. It is believed that several of these students included their semester as a non-degree student prior to being formally admitted to our program. Five of the new students indicated that it had been 3 to 4 years since they last participated in a formal learning experience, and for three students it had been 5 years or longer.

We were also interested in knowing whether the new students were first generation college students or whether their parents also had attended college. It was found that only three fathers of the new students had received a bachelor's degree. None had a master's or doctoral degree. Four fathers had only graduated from high school and twelve had completed less than 12 grades.

Similarly, only one of their mothers had graduated from college with a bachelor's degree. None had a master's or doctoral degree.

Nine mothers had completed high school, but twelve had completed less than 12 grades.

The father's type of occupation was also asked for to determine if there was a relationship between it and their joining our program. Skilled or semi-skilled worker was the father's type of occupation for eight (31 percent) of the students. For four (15 percent) of the students the father's occupation was as a professional or semi-professional worker, and for another four students, their father was a managerial worker or self-employed.

Three questionnaire items were designed to provide information concerning children, who they lived with, and their high involvement in organizations. Thirteen (50 percent) of the respondents had children. Five had children age 5 or less. Four had children between 6 and 12 years of age. One had a child between 13 and 18 years of age. Four had children between 19 and 24 years of age. Five had children age 25 or more. The thirteen students with children had a mean of 2.5 children.

Ten (34 percent) new students live alone, seven (24 percent) live with their spouse, three (10 percent) live with their parents, and three (10 percent) live with their children.

Seven (24 percent) of the students are an officer, committee chairperson, or highly involved member of one organization.

Eighteen (62 percent) did not indicate they were highly involved in any organization. Four (14 percent) are highly involved in two or more organizations.

Current employment was another area of interest. Nineteen (73 percent) are employed full-time, six (23 percent) are employed part-time, one was retired, and three did not respond.

Ten (34 percent) new students are in educational occupations. Five (17 percent) are in service occupations. Others are in a variety of occupations.

Five new students are employed by a public school, five by a College or University, and five work for a private business. Four are employed by a federal agency.

Of the twenty five new students who were employed, full or part-time, eight indicated their present job was directly related to adult education and eight indicated it was indirectly related. For eight students their present job is not related to adult education. One did not respond.

Of the twenty five students who indicated their annual salary category, twelve earn $10,000 to $19,000. Eight earned $20,000 or over, while five earned less than $10,000.

Of the twelve students who are married, three of the spouses are employed full-time, two are employed part-time, and seven are

not employed at present.

Present or former students are the most frequent way in which new students learned about our adult education program. Eleven (38 percent) learned about our program in this way. Ten students (34 percent) indicated that they learned about our program from a University publication (catalog).

Twenty two (76 percent) of the students generally drive a private car to get to and from classes. Eight students use a metro bus.

Students were asked to indicate their primary purpose for attending the University of the District of Columbia. Seven (27 percent) students indicated their primary purpose was preparation for getting an adult education job or entering a new field. The primary purpose for four (15 percent) students was to explore a new career or academic area. Three or less students specified a variety of other purposes.

Students were then asked to indicate how important a selected list of possible reasons were for their decision to enter the adult education program. They indicated whether each possible reason was "not at all", "little", "somewhat", or "very" important to them. The students indicated that the most important reason for entering the adult education program was that the field provides an opportunity to help people. The next most important

reason was that they want to work with mature students. The third ranking reason was that it will help them get an adult education position followed by it will help them in their present position and the tuition was low.

The three least important reasons for entering the adult education program were: (1) friends were taking courses, (2) it will help them get a promotion, and (3) it will help them qualify for a salary increase in their present job.

An effort was also made to determine if the students would prefer that some of their classes meet at times other than weekdays at 6:00 P.M. Eleven (38 percent) of the students expressed a desire for some classes to meet on Saturday mornings (9 A.M. - Noon). Nine (31 percent) expressed a desire for classes on Saturday afternoon (1:00 - 4:00 P.M.) and seven (24 percent) for classes weekdays, late afternoon (4:00 - 7:00 P.M.).

The degree to which the new student was supported or discouraged in their efforts to do graduate work by various individuals or groups was also sought. Of the eighteen students that responded, twelve indicated their parents strongly supports them and in two cases the parents supported them somewhat. In only one case did the parents somewhat discourage them. Six of the students were strongly or somewhat supported by their children, in three cases the children were neutral, and in two cases the children somewhat

discouraged the student. Relatives, friends, spouses, employer and co-workers tend to be supportive. Neighbors for the most part were neutral.

An effort was also made to determine if the new student needed help as a graduate student in a number of selected areas. Twelve (41 percent) of the students felt a need for help in speed reading, nine (31 percent) felt a need for help in preparing term papers, eight (28 percent) for test-taking skills, and seven (24 percent) each for time management, giving oral reports, and writing skills.

Of the twenty-six new students responding, thirteen indicated that they probably or definitely expected to pursue a doctoral degree. Eleven were uncertain and two indicated they probably would not.

The students were also asked to indicate their professional goal. Twelve students indicated their goal was to be an administrator, manager, or program director. A variety of goals were expressed by the other students.

SUMMARY

This study is a continuation of an effort to obtain useful information concerning the characteristics of new students admitted to the Department of Adult Education. Its purpose was to provide descriptive information, establish baseline data for future studies, and to obtain information helpful in making administrative and programmatic decisions concerning new students.

This study included all persons admitted as regular students in the adult education program for the Summer Session of 1980, Fall Semester of 1980, and Spring Semester of 1981.

The data was obtained from the Application for Admission form and by a questionnaire designed by the researcher.

The results of the study reveal that the twenty nine new students admitted during the period are predominately Black, approximately half male and half female and with a median age of 33. All but three of the new students are American citizens. They are almost equally divided between being single or married. Most are D.C. residents, and part-time students. All new students had bachelor's degrees, most of which were in the areas of social sciences or education. Almost half had participated in some type of education and training in addition to their degree programs and had received

some awards or honors. Only two indicated that they had written any publications. Seventy-four percent did not plan to apply for financial aid.

Responses from 26 of the 29 new students to a questionnaire revealed the following key findings.

Most students are first generation college students, who's fathers were either skilled or semi-skilled workers (31 percent), professional or semi-professional workers (15 percent) or managerial worker or self-employed (15 percent). Only half of the new students had children. Ten (34 percent) students live alone. One-third of the new students are an officer, committee chairperson, or highly involved member of one or more organizations.

Most of the new students are employed full-time in jobs that are directly or indirectly related to adult education. Most have annual salaries between $10,000 and $24,999.

The new students learned about our adult education program from a variety of sources, although the most frequent sources were present or former students, and University publications (catalog).

The primary purpose for attending the University of the District of Columbia was to enable the new student to get a new job or enter a new field. The most important reason for selecting the adult education program was that the field provided them with the

opportunity to help people and they wanted to work with mature students (rather than children).

There was interest expressed for some classes to meet on Saturdays and late afternoons (4:00 - 7:00 P.M.) on weekdays.

In general, the new students felt they were supported by various groups in their efforts to do graduate work.

Nearly every student felt a need for some help as a graduate student. The areas of help most frequently desired were: speed reading and preparing term papers.

One-half of the new students indicated that they probably or definitely expected to pursue a doctoral degree. A variety of professional goals were expressed by the students.

DISCUSSION

Each of the findings suggest certain meanings or implications for the Department of Adult Education of the District of Columbia. Other faculty and administrators of the University may find the study valuable as they consider the characteristics of one group of new students entering the University of the District of Columbia.

The faculty of the Department of Adult Education now has an accurate picture of many of the characteristics of their new students enrolled during the four semesters and a Summer Session studied. In some cases the findings reinforces what was already known. Teachers must keep in mind that most of the new students are Black, and middle age. Many are married, have children, and most are part-time students who are employed.

As was indicated earlier similar data had been obtained for new students entering the adult education program during the Fall Semester of 1979 and Spring Semester of 1980. This data is also given in the Tables in the Appendix. Twenty five new students registered during the 1979-80 period compared to twenty nine during the 1980-81 period of this current study.

The two studies do not provide sufficient data to establish any definite trends. However, there are some differences between

the two periods that should be noted. Because of the small populations, only differences of at least 15 percent will be mentioned here.

The number of males and females in the latest period (1980-81) was nearly equal whereas females comprised three fourths of the new students of the previous period (1979-80).

A smaller proportion of the new students in the latest period were born in Washington, D.C. and a larger proportion was born in states other than Maryland and Virginia as compared to those in the earlier period.

More new students in the latest period are enrolling full-time (carrying 9 semester credit hours) than in the 1979-80 period.

With the latest group of new students there has been an increase in the percent with no children and a decrease in the percent with one child as compared to the earlier group. For those with children, a higher proportion of the latest group have children 25 years of age and over and a small proportion of children 13 - 18 years of age compared to the earlier group.

There is also an increase in the percent of those new students who live alone in the latest period and a corresponding decrease in the percent living with children as compared to new students in the previous period.

A smaller proportion of new students in the latest group as compared to the earlier group are an officer, committee chairman, or highly involved member of any organization.

As for the relationship of their job to adult education, it is not related for a 31 percent of the new students in the latest period as compared to 14 percent in the earlier period.

Between the two periods there has been a decrease in the proportion of new students whose occupation is "other professional, technical, and managerial occupations" and an increase in "service occupations".

Concerning the employers of the new students, a higher percent of those entering during the latest period were employed by Four-year Colleges or Universities and a Business or Industry. A smaller percent of the new students in the latest period were employed by a State Agency which includes Washington, D.C. governments as compared to the earlier period.

There was a decrease in the proportion of new students receiving a salary of $10,000 to $14,999 for the students in the latest period as compared to the earlier period. For the later period there was an increase of 10 to 12 percent of new students with an annual salary of 0 - $4,999 and $30,000 or more as compared to the 1979-80 period.

A larger percent of the new students who entered during the 1980-81 as compared to the 1979-80 period learned about our adult education program by a University publication (catalog) and by a Television or radio program.

There was a decrease in the proportion of new students in the latest period whose primary purpose for attending the University of the District of Columbia was in preparation for getting an adult education job or entering a new field as compared to the earlier period.

A higher proportion of new students in the latest period as compared to the earlier period are uncertain as to whether or not they expect to pursue a doctoral degree. A smaller proportion of the new students in the latest period indicated that they definitely or probably would not pursue a doctoral degree.

In regards to their professional goals, a higher proportion of those in the most recent period seek to become administrators, managers, or program directors as compared to those in the earlier period.

These differences between the two periods (1979-80 and 1980-81) will need to be analyzed with data in future studies to determine if the differences are part of a trend or if they are unique for these time periods. Other differences, although not as great may also signal trends in the characteristics of new students entering the adult education program.

APPENDIX A

Application for Admission Form

UNIVERSITY OF THE DISTRICT OF COLUMBIA
SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ADMISSION

The following should be sent ot the Coordinator, Graduate Admissions, University of the District of Columbia, 929 E Street, N.W., Washington, D.C. 20004. Deadline for receiving application for Fall Semester is July 1, for Spring Semester is November 1 and for Summer Session is April 1.

1. Completed application form.
2. Complete official undergraduate and graduate transcripts from accredited college or universities attended.
3. Two letters of recommendation on enclosed forms—one of which should be from a professor under whom applicant has studied.
4. All applicants with international credentials must submit the results of the ETS-TOEFL.
5. Additional Requirements as determined by departments. (Students are advised to check with major department for additional requirements.)

GENERAL INFORMATION

NAME _____ SOCIAL SECURITY NO. _____

PRESENT ADDRESS _____ ZIP CODE _____

PERMANENT ADDRESS _____ ZIP CODE _____

TELEPHONE: HOME _____ WORK _____ SEX: M___ F___ ETHNIC BACKGROUND _____ (Optional)

AGE _____ DATE OF BIRTH _____ PLACE OF BIRTH _____

COUNTRY OF CITIZENSHIP _____ MARITAL STATUS: SINGLE ___ MARRIED ___ DIVORCED ___ or

WIDOWED ___ VISA STATUS _____ D.C. RESIDENT: YES___ NO___ VETERAN: YES___ NO___

PERSON TO NOTIFY IN CASE OF EMERGENCY _____

TELEPHONE _____ ADDRESS _____ RELATIONSHIP _____

DEGREE APPLIED FOR _____ MAJOR OR FIELD _____

SEMESTER BEGINNING: FALL 19____ SPRING 19____ SUMMER 19____ FULL TIME ____ PART TIME ____

APPENDIX B

Questionnaire

STUDY OF NEW STUDENTS
of the
DEPARTMENT OF ADULT EDUCATION
University of the District of Columbia

INSTRUCTIONS: Please answer all questions that apply to you. Most questions can be answered with an "X" or by circling a number. Feel free to add additional comments.

Code:

1. HOW MANY YEARS HAS IT BEEN SINCE YOU LAST PARTICIPATED IN A FORMAL LEARNING EXPERIENCE?

(24)

_____1. Within past year
_____2. Between 1 - 2 years
_____3. Between 3 - 4 years
_____4. Between 5 - 9 years
_____5. 10 or more years ago

2. WHAT IS THE HIGHEST EDUCATIONAL LEVEL COMPLETED BY YOUR PARENTS? If you are not sure, give your best guess. (Circle number).

(25-26)

		Father	Mother
A.	None or less than 8 grades	1	1
B.	Grade school (8th grade)	2	2
C.	Some High School but did not graduate	3	3
D.	High School graduate (12th grade)	4	4
	Vocational, trade, business, or career program		
E.	Less than two years	5	5
F.	Two years or more	6	6
	Academic programs		
G.	Some College (Include two year degree)	7	7
H.	College graduate--Bachelor's degree	8	8
I.	Master's degree or equivalent	9	9
J.	Ph.D., Ed.D., or equivalent	10	10

3. WHAT IS, OR WAS, YOUR FATHER'S TYPE OF OCCUPATION? (If more than one, check predominate type).

(27)

_____1. Farmer
_____2. Unskilled worker
_____3. Skilled or semi-skilled worker
_____4. Clerical or sales worker
_____5. Managerial worker or self-employed
_____6. Professional or semi-professional worker
_____7. Other: (Specify)_____

4. HOW MANY CHILDREN DO YOU HAVE IN EACH AGE GROUP? (Circle number.)

	Age Group	Number of children					
(28)	A. Age 5 or less	0	1	2	3	4	5 or more
(29)	B. Age 6 - 12 years	0	1	2	3	4	5 or more
(30)	C. Age 13 - 18 years	0	1	2	3	4	5 or more
(31)	D. Age 19 - 24 years	0	1	2	3	4	5 or more
(32)	E. Age 25 or older	0	1	2	3	4	5 or more

5. WHO DO YOU LIVE WITH? (Check all that apply.)

(33) _____A. With parent(s)
(34) _____B. With spouse
(35) _____C. With child (children)
(36) _____D. With brothers or sisters
(37) _____E. With other relatives
(38) _____F. With friend(s)
(39) _____G. Other: (Specify)_____
(40) _____H. No one -- live alone.

6. ARE YOU AN OFFICER, COMMITTEE CHAIRPERSON, OR HIGHLY INVOLVED MEMBER OF ANY ORGANIZATION? IF SO, NAME THE ORGANIZATION AND GIVE YOUR POSITION.

	Name of organization	Position
(41)	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

7. WHAT IS YOUR CURRENT EMPLOYMENT STATUS?

(42)
_____1. Employed, full-time (Include self-employed)
_____2. Employed, part-time
_____3. Unemployed and seeking employment
_____4. Retired
_____5. Homemaker, not employed outside the home
_____6. Military, full-time active duty
_____7. Not employed and not seeking employment for reasons other than those listed above.
_____8. Other: (Specify)_____

8. DESCRIBE YOUR JOB. (If you have more than one job, describe your primary job. If you are not employed, describe your most recent job).

(43) Job Title:_____

Briefly describe the kind of work you usually do:

_____

_____

(44) Name of Employer:_____

9. IS YOUR PRESENT JOB RELATED TO ADULT EDUCATION? (If not currently employed, was your most recent job related to adult education?)

(45)
_____1. Yes, directly related
_____2. Yes, indirectly related
_____3. No, it is not related

10. PLEASE INDICATE YOUR APPROXIMATE ANNUAL SALARY RATE (GROSS--BEFORE TAXES AND DEDUCTIONS): (If not currently employed, give your annual salary in your last job).

(46)
_____1. $ 0 - $ 4,999
_____2. 5,000 - 9,999
_____3. 10,000 - 14,999
_____4. 15,000 - 19,999
_____5. 20,000 - 24,999
_____6. 25,000 - 29,999
_____7. 30,000 - 34,999
_____8. 35,000 - or more

11. IF YOU ARE MARRIED, IS YOUR SPOUSE EMPLOYED? (Check one.) If not married, go to the next question.

(47) _____1. Yes, employed full-time
_____2. Yes, employed part-time
_____3. No, not employed at present

12. HOW DID YOU LEARN ABOUT OUR ADULT EDUCATION PROGRAM? (Check all that apply.)

(48) _____A. University newspaper ad
(49) _____B. Present or former student
(50) _____C. Employer or supervisor
(51) _____D. Coworker or other employee
(52) _____E. Friend
(53) _____F. Adult Education Department faculty member
(54) _____G. Other University faculty or staff
(55) _____H. University publication (catalog)
(56) _____I. TV or radio announcement or program
(57) _____J. Other: (Specify)_____
(58) _____K. Don't remember

13. HOW DO YOU GENERALLY GET TO AND FROM CLASSES? (If more than one means is used, check all that are used.)

(59) _____A. Drive private car
(60) _____B. Ride with someone else (car pool)
(61) _____C. Metro bus
(62) _____D. Walk
(63) _____E. Bicycle
(64) _____F. Motorcycle or moped
(65) _____G. Taxi
(66) _____H. Subway
(67) _____I. Other: (Specify)_____

14. AS YOU SEE IT NOW, WHAT IS YOUR PRIMARY PURPOSE FOR ATTENDING THE UNIVERSITY OF THE DISTRICT OF COLUMBIA? (Check one).

(68)

_____1. Preparation for getting an adult education job or entering a new field
_____2. To update or improve skills or competencies for my current job
_____3. To meet the requirements or expectations of my employer
_____4. To support advancement or promotion in my present job
_____5. To explore a new career or academic area
_____6. Preparation for pursuing an advanced degree
_____7. For general interest or self-enrichment
_____8. Other: (Specify)_____

15. HOW IMPORTANT WAS EACH OF THE FOLLOWING POSSIBLE REASONS FOR YOUR DECISION TO ENTER THE ADULT EDUCATION PROGRAM? (Circle number).

		Degree of Importance			
		Not at all	Little	Some-what	Very
(69)	A. Friends were taking courses	1	2	3	4
(70)	B. It will help me improve in my present job	1	2	3	4
(71)	C. The program was recommended to me	1	2	3	4
(72)	D. It will help me qualify for a salary increase in my present job	1	2	3	4
(73)	E. I want to work with mature students	1	2	3	4
(74)	F. It will help me get an adult education position	1	2	3	4
(75)	G. The tuition was low	1	2	3	4
(76)	H. The field provides an opportunity to help people	1	2	3	4
(77)	I. It meets the requirements or expectations of my employer or someone else in authority	1	2	3	4
(78)	J. It will help me get a promotion	1	2	3	4
(79)	K. Other: (Specify)_____	1	2	3	4

16. ALTHOUGH MOST OF OUR CLASSES NOW MEET WEEKDAYS AT 6:00 P.M. INDICATE WHETHER OR NOT YOU WOULD PREFER THAT SOME CLASSES MEET AT ANY OF THE FOLLOWING TIMES? (Check each one.)

	Yes	No	
(80)	_____	_____	Weekdays, in the morning (9:00 A.M. - Noon)
(81)	_____	_____	Weekdays, early afternoon (1:00 - 4:00 P.M.)
(82)	_____	_____	Weekdays, late afternoon (4:00 - 7:00 P.M.)
(83)	_____	_____	Weekdays, early evening (5:30 - 8:30 P.M.)
(84)	_____	_____	Weekdays, late evening (7:30 - 10:00 P.M.)
(85)	_____	_____	Saturday morning (9:00 A.M. - Noon)
(86)	_____	_____	Saturday afternoon (1:00 - 4:00 P.M.)
(87)	_____	_____	Other: (Specify)_____

17. HOW MUCH DO YOU FEEL THE FOLLOWING PEOPLE SUPPORT OR DISCOURAGE YOUR EFFORTS TO DO GRADUATE WORK?

		Supports		Neutral	Discourages		Not applicable
		Strongly	Somewhat		Somewhat	Strongly	
(88)	A. Wife/husband	1	2	3	4	5	6
(89)	B. Parents	1	2	3	4	5	6
(90)	C. Children	1	2	3	4	5	6
(91)	D. Relatives	1	2	3	4	5	6
(92)	E. Neighbors	1	2	3	4	5	6
(93)	F. Friends	1	2	3	4	5	6
(94)	G. Employer	1	2	3	4	5	6
(95)	H. Co-workers	1	2	3	4	5	6

18. AS A GRADUATE STUDENT, DO YOU FEEL A NEED FOR HELP IN ANY OF THE FOLLOWING AREAS? (Check all that apply.)

(96)	_____A. Study skills	(102)	_____G. Preparing term papers
(97)	_____B. Use of library	(103)	_____H. Speed reading
(98)	_____C. Time management	(104)	_____I. Writing skills
(99)	_____D. Reading skills	(105)	_____J. Listening skills
(100)	_____E. Note-taking	(106)	_____K. Test-taking skills
(101)	_____F. Giving oral reports	(107)	_____L. Other: Specify) _____

19. DO YOU EVER EXPECT TO PURSUE A DOCTORAL DEGREE?

(108)
_____1. Yes, definitely
_____2. Yes, probably
_____3. Uncertain
_____4. No, probably not
_____5. No, definitely not

20. WHAT IS YOUR PROFESSIONAL GOAL? (Check one.)

(109)
_____1. Teacher or instructor
_____2. Counselor
_____3. Training or staff development specialist
_____4. Extension agent
_____5. Administrator, manager, or program director
_____6. Supervisor
_____7. Director of training/education, Training director, Human Resource Developer
_____8. Program planning specialist, Curriculum developer
_____9. Consultant
_____10. Labor educator
_____11. College or University professor
_____12. Researcher
_____13. Other: (Specify)_____
_____14. Goal is uncertain
_____15. Goal is not in the field of adult education

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

PLEASE RETURN IT PROMTLY TO:

Department of Adult Education
University of the District of Columbia
2565 Georgia Avenue, N.W.
Washington, D. C. 20001

APPENDIX C

Cover Letter

University of the
District of Columbia

2565 GEORGIA AVENUE, N.W.
WASHINGTON, D.C. 20001
202-673-7142

DEPARTMENT OF ADULT EDUCATION

Dear

I am conducting a study of our new students in the Department of Adult Education.

We want to know more about you -- your family, employment, reasons for entering our program, help needed, goals, etc. Our aim is to obtain information that will help us know our new students better so we can better meet their needs.

Information from you will be kept confidential. The questionnaire has been coded to permit follow-up and for tabulation purposes.

Please complete the questionnaire, place it in the enclosed envelope, seal it, and return it to the Department of Adult Education office by next week. If you have a class in the Miner Building you may give it to your instructor.

I thank you in advance for your cooperation.

Sincerely yours,

Loren F. Goyen
Associate Professor
Adult Education Department

APPENDIX D

Follow-up Letters

University of the
District of Columbia

2565 GEORGIA AVENUE, N.W.
WASHINGTON, D.C. 20001
202-673-7142

DEPARTMENT OF ADULT EDUCATION

Dear

THIS IS JUST TO REMIND YOU to please complete and return your questionnaire for the Study of New Students of the Department of Adult Education. It is important for us to obtain the information from all new students.

If you have misplaced your questionnaire, please call my office (673-7136) for another one.

If by chance your response is on the way, please excuse this reminder.

Thank you for your cooperation.

Sincerely yours,

Loren F. Goyen

University of the District of Columbia

2565 GEORGIA AVENUE, N.W.
WASHINGTON, D.C. 20001
202-673-7142

DEPARTMENT OF ADULT EDUCATION

Dear

I know you are very busy but our study of new students in the Department of Adult Education cannot be completed without your questionnaire.

I have enclosed another copy of the questionnaire and a return envelope (since the first one you received has probably been misplaced).

As I indicated before, if you have a class in the Miner Building you may give the questionnaire to your instructor. They will see that I get it.

Your response is very important to us.

If your questionnaire is on the way, please disregard this letter.

Sincerely yours,

Loren F. Goyen
Associate Professor
Adult Education

APPENDIX E

Tables

TABLE 1.--Sex of new students

	1980-81*		1979-80**	
	No.	%	No.	%
Male	14	48	6	24
Female	15	52	19	76
Total	29	100	25	100

TABLE 2.--Ethnic background of new students

	1980-81		1979-80	
	No.	%	No.	%
Black	25	86	23	92
White	2	7	1	4
Oriental	0	-	0	-
Spanish	0	-	0	-
Other	2	7	1	4

TABLE 3.--Age of new students

	1980-81	1979-80
Median	32.8	35
Mean	37.7	35.84
Youngest	23	23
Oldest	65	57

*Totals for new students admitted during the Summer Session 1980, Fall Semester of 1980 and Spring Semester 1981.
**Totals for new students admitted during the Fall Semester of 1979 and Spring Semester of 1980.

TABLE 4.--Place of birth of new students

	1980-81		1979-80	
	No.	%	No.	%
Washington, D.C.	8	82	12	48
Maryland	0	-	1	4
Virginia	1	3	1	4
Other state	16	55	10	40
Foreign country	3	10	0	-
Not reported	1	-	1	4

TABLE 5.--Country of citizenship of new students

	1980-81		1979-80	
	No.	%	No.	%
U.S.A.	26	90	25	100
Other	3	10	0	-

TABLE 6.--Marital status of new students

	1980-81		1979-80	
	No.	%	No.	%
Single	13	45	10	40
Married	12	41	9	36
Divorced	2	7	4	16
Widowed	2	7	2	8

TABLE 7.--Resident location of new students

	1980-81		1979-80	
	No.	%	No.	%
Washington, D.C.	23	79	22	88
Other	6	21	3	12

TABLE 8.--Military status of new students

	1980-81		1979-80	
	No.	%	No.	%
Veteran	6	21	3	12
Non-veteran	18	62	15	60
No response	5	17	7	28

TABLE 9.--Student status of new students

	1980-81		1979-80	
	No.	%	No.	%
Full-time (9 cr. hr.)	9	31	4	16
Part-time			21	84
(6 cr. hr.)	12	41		
(3 cr. hr.)	8	28		

TABLE 10.--Degrees completed by new students

	1980-81		1979-80	
	No.	%	No.	%
Associate	0	-	3	12
Bachelor's	29	100	25	100
Master's	0	-	1	4
Doctor's	0	-	0	-
Other	0	-	2	8

TABLE 11.--Participation in other education and training programs in addition to degree programs by new students

	1980-81		1979-80	
	No.	%	No.	%
None	15	52	14	56
Yes	14	48	11	44

TABLE 12.--New students receiving awards or honors

	1980-81		1979-80	
	No.	%	No.	%
None	16	55	13	52
Yes	13	45	12	48

TABLE 13.--New students writing publications

	1980-81		1979-80	
	No.	%	No.	%
None	27	93	23	92
Yes	2	7	2	8

TABLE 14.--New students intentions to apply for financial aid

	1980-81		1979-80	
	No.	%	No.	%
Yes	7	24	5	20
No	20	69	17	68
No response	2	7	7	12

TABLE 15.--Employment status of new students

	1980-81		1979-80	
	No.	%	No.	%
Employed				
Full-time	19	66	19	76
Part-time	6	21	2	8
Retired	1	3	0	-
Unemployed	0	-	3	12
No response	3	10	1	4

TABLE 16.--Undergraduate major for new students

	1980-81		1979-80	
	No.	%	No.	%
Biological science	1	3	1	4
Education	4	14	6	24
Fine and applied arts	1	3	1	4
Health professions	2	7	1	4
Home economics	0	-	2	8
Physical science	0	-	1	4
Psychology	1	3	1	4
Public affairs and services	5	17	4	16
Social sciences	10	34	5	20
Other	4	14	2	8
No response	1	3	1	4

TABLE 17.--Years since new students last participated in a formal learning experience

	1980-81		1979-80	
	No.	%	No.	%
Within past year	14	54	11	52
1 to 2 years	4	15	4	19
3 to 4 years	5	19	3	14
5 to 9 years	2	8	2	10
10 or more years	1	4	1	5

Notes: This and the following tables are based on the new students that responded to the questionnaire in each time period.

Twenty six new students responded out of the twenty nine admitted during the Summer Session of 1980, Fall Semester of 1980, and the Spring Semester of 1981.

Twenty one new students responded out of the twenty five admitted during the Fall Semester of 1979 and Spring Semester of 1980.

Percentage totals not equaling 100 are due to rounding.

TABLE 18.--Highest educational level completed by fathers of new students

	1980-81		1979-80	
	No.	%	No.	%
None or less than 8 grades	2	8	2	10
Grade school	4	15	2	10
Some High School	6	23	4	19
High School graduate	4	15	6	29
Vocational, trade, business, or career program				
Less than 2 years	2	8	1	5
2 years or more	1	4	1	5
Academic programs				
Some college	1	4	1	5
College graduate	3	12	3	14
Master's degree	0	-	0	-
Ph.D., Ed.D., or equivalent	0	-	0	-
Not reported	3	12	1	5

TABLE 19.--Highest educational level completed by mothers of new students

	1980-81		1979-80	
	No.	%	No.	%
None or less than 8 grades	4	15	1	5
Grade school	3	12	1	5
Some high school	5	19	2	10
High school graduate	9	35	8	38
Vocational, trade, business, or career program				
Less than 2 years	2	8	1	5
2 years or more	1	4	0	-
Academic programs				
Some college	0	-	6	29
College graduate	1	4	0	-
Master's degree	0	-	2	10
Ph.D., Ed.D., or equivalent	0	-	0	-
Not reported	1	4	0	-

TABLE 20.--Father's type of occupation

	1980-81		1979-80	
	No.	%	No.	%
Farmer	3	12	0	-
Unskilled worker	1	4	2	10
Skilled or semi-skilled worker	8	31	8	38
Clerical or sales worker	1	4	0	-
Managerial worker or self-employed	4	15	4	19
Professional or semi-professional	4	15	6	29
Other	2	8	1	5
Not reported	3	12	0	-

TABLE 21.--Number of children of new students

	1980-81		1979-80	
	No.	%	No.	%
None	13	50	5	24
One	3	12	8	38
Two	6	23	5	24
Three	1	4	2	10
Four	1	4	1	5
Five	1	4	0	-
Six	1	4	0	-

TABLE 22.--Age of children of new students

	1980-81		1979-80	
	No.	%	No.	%
5 or less	8	24	4	14
6 - 12 years	7	21	8	29
13 - 18 years	1	3	7	25
19 - 24 years	7	21	5	18
25 or more	10	30	4	14

TABLE 23.--Who new students live with

	1980-81		1979-80	
	No.	%	No.	%
Parents	3	12	2	10
Spouse	7	27	7	33
Child (Children)	3	12	11	52
Brothers/Sisters	1	4	0	-
Other Relatives	1	4	0	-
Friends	2	8	0	-
Other	2	8	2	10
No one -- live alone	10	38	4	19

TABLE 24.--Number of organizations which new students are an officer, committee chairperson, or highly involved member

	1980-81		1979-80	
	No.	%	No.	%
None	15	58	7	33
One	7	27	9	43
Two	1	4	2	10
Three	2	8	2	10
Four or more	1	4	1	5

TABLE 25.--Current employment status of new students

	1980-81		1979-80	
	No.	%	No.	%
Employed				
Full-time	19	73	17	81
Part-time	6	23	2	10
Unemployed	0	-	1	5
No response	1	4	1	5

TABLE 26.--Relationship of present job of new students to adult education

	1980-81		1979-80	
	No.	%	No.	%
Directly related	8	31	8	38
Indirectly related	8	31	8	38
Not related	8	31	3	14
No response	1	4	1	5
Not applicable (unemployed)	1	4	1	5

TABLE 27.--Occupation of new students

	1980-81		1979-80	
	No.	%	No.	%
I. Professional, technical, and managerial occupations				
A. Occupations in Education				
a. Administrator, supervisor, program director, etc.	3	12	2	10
b. Teacher, instructor, trainer, etc.	3	12	5	24
c. Other: counselor, writer, researcher, consultant	4	15	1	5
B. Occupations in social and welfare work (case-worker, social group worker, Director of Recreation Center, etc.)	2	8	1	5
C. Other professional, technical and managerial occupations	4	15	10	48
II. Clerical and Sales occupations	3	12	1	5
III. Service occupations	5	19	0	-
IV. Other	1	4	0	-
Unemployed	1	4	0	-
Not reported	0	-	1	5

TABLE 28.--Employer of new students

	1980-81		1979-80	
	No.	%	No.	%
Government sponsored Public School System	5	19	3	14
Community/Junior College	0	-	1	5
University	5	19	0	-
County Agency	2	8	0	-
State Agency (Includes Washington, D.C.)	2	8	6	29
Federal Agency	4	15	5	24
Non-government Business	5	19	0	-
Labor organization	2	8	0	-
Religious organization	0	-	2	10
Other non-governmental organization	0	-	3	14
Unemployed	1	4	0	-
Not reported	0	-	1	5

TABLE 29.--Approximate annual salary of new students

	1980-81		1979-80	
	No.	%	No.	%
$ 0 - $ 4,999	4	15	1	5
5,000 - 9,999	1	4	1	5
10,000 - 14,999	6	23	8	38
15,000 - $19,999	6	23	7	33
20,000 - 24,999	4	15	2	10
25,000 - 29,999	1	4	1	5
30,000 - 34,999	2	8	0	-
35,000 - or more	1		0	-
No response	1	4	1	5

TABLE 30.--Employment status of the spouse of new students

	1980-81		1979-80	
	No.	%	No.	%
Employed				
Full-time	3	12	5	24
Part-time	2	8	1	5
Not employed	3	12	1	5
No response	1	4	1	5
Not applicable	17	65	13	62

TABLE 31.--How new students learned about our adult education program

	1980-81		1979-80	
	No.	%	No.	%
University newspaper ad	3	12	0	-
Present or former student	11	42	8	38
Employer or supervisor	0	-	1	5
Coworker or other employee	2	8	3	14
Friend	3	12	3	14
Adult Education Department faculty member	2	8	3	14
Other University faculty or staff	4	15	6	29
University publication	10	38	6	29
TV or radio	4	15	0	-
Other	1	4	2	10
Don't remember	1	4	1	11

TABLE 32.--How new students generally get to and from classes

	1980-81		1979-80	
	No.	%	No.	%
Drive private car	22	85	17	81
Ride with someone else (car pool)	4	15	1	5
Metro bus	8	31	4	19
Walk	1	4	0	-
Motorcycle	1	4	0	-
Taxie	1	4	0	-
Subway	4	15	1	5
No response	0	-	1	5

TABLE 33.--New student's primary purpose for attending the University of the District of Columbia

	1980-81		1979-80	
	No.	%	No.	%
Preparation for getting an adult education job or entering a new field	7	27	9	43
To update or improve skills or competencies for current job	3	12	2	10
To meet the requirements or expectations of employer	0	-	0	-
To support advancement or promotion in present job	3	12	1	5
To explore a new career or academic area	4	15	4	19
Preparation for pursuing advanced degree	2	8	4	19
For general interest or self-enrichment	1	4	0	-
Other	1	4	1	5
No response	5	19	0	-

TABLE 34.--Importance of possible reasons for entering the adult education program for new students admitted for the Summer Session, 1980, Fall Semester, 1980 and Spring Semester, 1981.

	Importance									
	Not at all		Little		Some-what		Very		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Friends were taking courses	17	65	4	15	1	4	0	-	4	15
It will help me improve in my present job	4	15	1	4	9	35	8	31	4	15
The program was recommended to me	7	27	5	19	4	15	6	23	4	15
It will help me qualify for a salary increase in my present job	13	50	2	8	7	27	1	4	3	12
I want to work with mature students	2	8	2	8	9	35	11	42	2	8
It will help me get an adult education position	4	15	2	8	8	31	9	35	3	12
The tuition was low	8	31	1	4	8	31	7	27	2	8
The field provides an opportunity to help people	0	-	2	8	5	19	17	65	2	8
It meets the requirements or expectations of my employer or someone else in authority	11	42	4	15	4	15	3	12	4	15
It will help me get a promotion	13	50	4	15	4	15	2	8	3	12
Other	0	-	0	-	0	-	3	12	23	88

TABLE 35.--Importance of possible reasons for entering the adult education program for new students admitted for the Fall Semester, 1979 and Spring Semester, 1980

	Importance									
	Not at all		Little		Some-what		Very		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Friends were taking courses	13	62	0	-	6	29	0	-	2	10
It will help me improve in my present job	6	29	3	14	5	24	7	33	0	-
The program was recommended to me	9	43	1	5	2	10	6	29	3	14
It will help me qualify for a salary increase in my present job	13	62	1	5	2	10	3	14	2	10
I want to work with mature students	7	33	2	10	2	10	9	43	1	5
It will help me get an adult education position	3	14	6	29	7	33	4	19	1	5
The tuition was low	6	29	0	-	7	33	5	24	3	14
The field provides an opportunity to help people	1	5	1	5	4	19	15	71	0	-
It meets the requirements or expectations of my employer or someone else in authority	13	62	5	24	1	5	0	-	2	10
It will help me get a promotion	10	48	2	10	4	19	4	19	1	5
Other	0	-	0	-	0	-	4	19	0	-

TABLE 36.--Preference for some class meeting times by new students admitted for the Summer Session of 1980, Fall Semester of 1980, and Spring Semester of 1981

	Yes		No		No response	
	No.	%	No.	%	No.	%
Weekdays						
In the morning (9:00 A.M. - Noon)	5	19	18	69	3	12
Early afternoon (1:00 - 4:00 P.M.)	3	12	20	77	3	12
Late afternoon (4:00 - 7:00 P.M.)	7	27	15	58	4	15
Early evening (6:00 - 9:00 P.M.)	19	73	3	12	4	15
Late evening (7:30 - 10:00 P.M.)	6	23	15	58	5	19
Saturday						
Morning (9:00 A.M. - Noon)	11	42	12	46	3	12
Afternoon (1:00 - 4:00 P.M.)	9	35	13	50	4	15
Other	2	8	4	15	20	77

TABLE 37.--Preference for some class meeting times by new students admitted for the Fall Semester, 1979 and Spring Semester, 1980

	Yes		No		No response	
	No.	%	No.	%	No.	%
Weekdays						
In the morning (9:00 A.M. - Noon)	5	24	9	43	7	33
Early afternoon (1:00 - 4:00 P.M.)	5	24	8	38	8	38
Late afternoon (4:00 - 7:00 P.M.)	8	38	7	33	6	29
Early evening (6:00 - 9:00 P.M.)	8	38	8	38	5	24
Late evening (7:30 - 10:00 P.M.)	5	24	8	38	8	38
Saturday						
Morning (9:00 A.M. - Noon)	10	48	5	24	6	29
Afternoon (1:00 - 4:00 P.M.)	8	38	6	21	7	-3
Other	2	10	1	5	17	81

TABLE 38.--Support received for doing graduate work from various people by new students admitted in the Summer Session of 1980, Fall Semester of 1980, and Spring Semester of 1981

	Supports						Discourages							
	Strongly		Somewhat		Neutral		Somewhat		Strongly		Not applicable		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Wife/husband	4	15	0	-	2	4	2	8	0	-	12	46	7	27
Parents	12	46	2	8	3	12	1	4	0	-	5	19	3	12
Children	6	23	0	-	3	12	2	8	0	-	10	38	5	19
Relatives	12	46	5	19	6	23	0	-	1	4	1	4	1	4
Neighbors	2	8	4	15	8	31	0	-	0	-	7	27	5	19
Friends	11	42	5	19	3	12	0	-	1	4	2	8	4	15
Employer	11	42	1	4	6	23	0	-	0	-	4	15	4	15
Co-workers	11	42	2	8	5	19	1	4	0	-	3	12	4	15

TABLE 39.--Support received for doing graduate work from various people by new students admitted in the Fall Semester, 1979 and Spring Semester, 1980

	Supports						Discourages							
	Strongly		Somewhat		Neutral		Somewhat		Strongly		Not applicable		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Wife/husband	6	29	2	10	0	-	0	-	0	-	11	52	2	10
Parents	11	52	1	5	1	5	0	-	1	5	5	24	2	10
Children	6	29	1	5	5	24	2	10	0	-	7	33	0	-
Relatives	6	29	5	24	2	10	1	5	0	-	5	24	2	10
Neighbors	2	10	1	5	7	33	0	-	0	-	8	38	3	14
Friends	8	38	4	19	3	14	1	5	0	-	4	19	1	5
Employer	4	19	4	19	4	19	1	5	2	10	4	19	2	10
Co-workers	6	29	3	14	3	14	1	5	1	5	6	29	1	5

TABLE 40.--Areas that new students felt a need for help as graduate students

	1980-81		1979-80	
	No.	%	No.	%
Study skills	3	12	4	19
Use of library	2	8	3	14
Time management	7	27	6	29
Reading skills	3	12	1	5
Note-taking	4	15	3	14
Giving oral reports	7	27	4	19
Preparing term papers	9	35	7	33
Speed reading	12	46	8	38
Writing skills	7	27	7	33
Listening skills	3	12	3	14
Test-taking skills	8	31	9	43
Other	0	-	1	5

TABLE 41.--Expectations to pursue a doctoral degree by new students

	1980-81		1979-80	
	No.	%	No.	%
Yes, definitely	4	15	3	14
Yes, probably	9	35	6	29
Uncertain	11	[illegible]	5	24
No, probably not	2	[illegible]	5	24
No, definitely not	0	[illegible]	2	10

TABLE 42.--Professional goals of new students

	1980-81		1979-80	
	No.	%	No.	%
Teacher or instructor	2	8	1	5
Counselor	3	12	2	10
Training or staff development specialist	1	4	1	5
Extension agent	0	-	0	-
Administrator, manager, or program director	12	46	5	24
Director of training/ education, Training Director, Human Resource Developer	1	4	1	5
Program planning specialist, Curriculum developer	0	-	1	5
Labor educator	1	4	2	10
College or University professor	3	12	0	-
Other	2	8	2	10
Goal is uncertain	0	-	4	19
Goal is not in the field of adult education	0	-	1	5
No response	1	4	1	5